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PLANNING FOR EDUCATIONAL INNOVATION IN A RURAL STATE. FINAL REPORT.

BY- BAKER, NEWTON H.
MONTPELIER BOARD OF SCHOOL COMMISSIONERS, VT.

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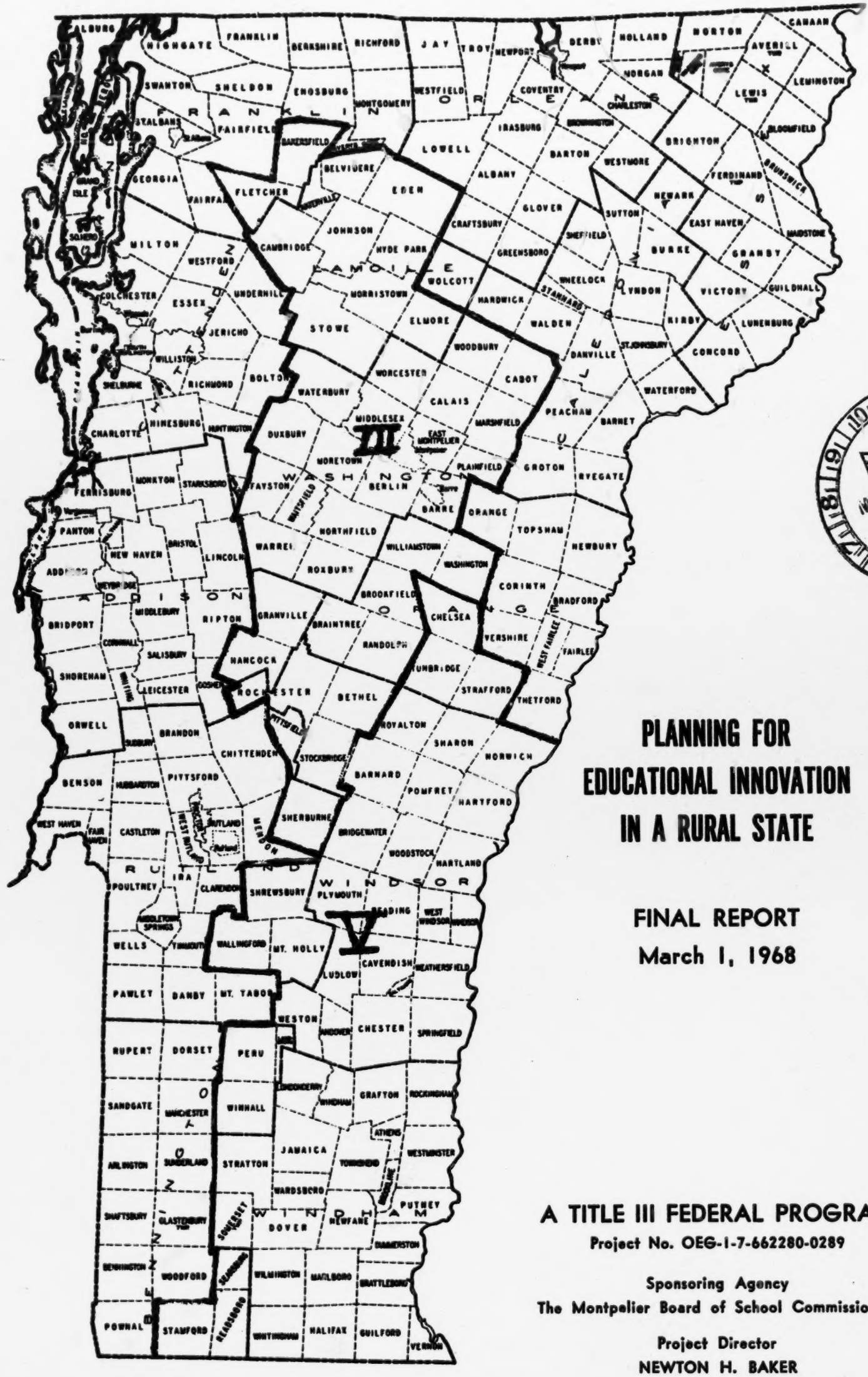
IN REGION 3 AND 5 OF VERMONT, A TITLE III PLANNING PROJECT WAS INITIATED TO DETERMINE THE BEST SOLUTIONS FOR EDUCATIONAL INNOVATION. THE CHIEF CONCERNS REVOLVED AROUND CURRICULAR PROGRAMS, LEADERSHIP AND SUPERVISORY PRACTICES, AND SPECIAL SERVICES FOR STUDENTS. THE PROJECT SERVED 105 SCHOOL DISTRICTS IN NORTH-CENTRAL AND SOUTHEASTERN VERMONT. INCLUDED IN ITS SCOPE WERE ALL THE ELEMENTARY AND SECONDARY PROGRAMS, K-12, IN BOTH PUBLIC AND PRIVATE SCHOOLS. MAJOR RESPONSIBILITIES WERE--(1) TAKE AN INVENTORY OF CURRENT EDUCATIONAL PRACTICES, (2) IDENTIFY AND PUBLICIZE INNOVATIVE PRACTICES IN AREAS OF CURRICULUM, LEADERSHIP, AND SPECIAL SERVICES, (3) ARRANGE SITE VISITS BY EDUCATORS TO PLACES WHERE THE INNOVATIONS WERE IN OPERATION, (4) DISSEMINATE INFORMATION ABOUT SELECTED INNOVATIVE PROGRAMS, AND (5) DRAFT A TITLE III PROJECT PROPOSAL FOR OPERATIONAL GRANTS BASED ON THE FINDINGS OF THE PLANNING GRANT. THIS LAST RESPONSIBILITY WAS NEVER ACCOMPLISHED BECAUSE A DECISION WAS MADE TO ESTABLISH FIVE ACTION CENTERS UNDER A STATE PLAN RATHER THAN EACH REGION APPLYING FOR INDIVIDUAL OPERATIONAL GRANTS. (ES)



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PLANNING FOR EDUCATIONAL INNOVATION IN A RURAL STATE

FINAL REPORT

March 1, 1968

A TITLE III FEDERAL PROGRAM

Project No. OEG-1-7-662280-0289

Sponsoring Agency

The Montpelier Board of School Commissioners

Project Director

NEWTON H. BAKER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PLANNING FOR EDUCATIONAL INNOVATION IN A RURAL STATE

PROJECT REPORT

October 1, 1966 - March 1, 1968

A TITLE III FEDERAL PROGRAM FOR REGIONS III AND V
STATE OF VERMONT

PROJECT NO. OEG-1-7-662280-0289

Sponsoring Agency: The Montpelier Board of School Commissioners

Project Director: Newton H. Baker

SCHOOL DISTRICTS INVOLVED IN THE PROJECT

Andover
Athens
Bakersfield
Baltimore
Barnard
Barre City
Barre Town
Belvidere
Berlin
Bethel
Braintree
Braintree - Randolph Union H. S.
Brattleboro
Brattleboro Union H. S.
Bridgewater
Brookfield
Brookline
Cabot
Calais
Cambridge
Cavendish
Chelsea
Chester
Dover
Dummerston
Duttonsville Id.
Duxbury
East Montpelier
Eden
Elmore
Fayston
Fletcher
Grafton
Granville
Guilford
Halifax
Hancock
Hartford
Hartland
Harwood Union H. S.
Hyde Park
Jamaica
Johnson
Lamoille Union H. S.
Landgrove
Landgrove - Londonderry - Weston Union
Londonderry
Ludlow
Marlboro
Marshfield
Middlesex
Montpelier
Moretown
Morristown
Mount Holly
Newfane
Northfield
Norwich
Peru
Pittsfield
Plainfield
Plymouth
Pomfret
Putney
Randolph
Reading
Readsboro
Rochester
Rockingham
Roxbury
Royalton
Searsburg
Sharon
Sherburne
Shrewsbury
Springfield
Stamford
Stockbridge
Stowe
Strafford
Stratton
Townshend
Tunbridge
Vernon
Waitsfield
Wallingford
Wardsboro
Warren
Washington
Waterbury
Waterville
Weathersfield
Westminster
Weston
West Windsor
Whitingham
Williamstown
Wilmington
Windham
Windsor
Winhall
Woodbury
Woodstock
Woodstock Union H. S.
Worcester

BUDGET

	Project Budget with Approved Transfers	Expended to 2/15/68	Unexpended Balance
SALARIES			
Director to 3/1/68	$ 20,640.93	$ 20,533.35	$ 107.58
Associate Director to 3/1/68	9,405.00	9,274.65	130.35
Administrative Assistant	335.56	166.50	169.06
Clerk-Stenographer	8,435.68	8,002.16	433.52
Clerk-Typist	3,844.67	3,780.91	63.76
Janitorial	1,249.00	1,158.03	90.97
Employer's Contribution	1,771.72	1,635.99	135.73
CONTRACTED SERVICES			
Workshops	1,700.00	1,338.82	361.18
Consultants: Curr. Leadership, Spec. Services	3,000.00	2,489.00	511.00
Evaluation Team	3,000.00	3,000.00	--------
Presentations: Media	956.00	1,043.57	(87.57)
Site Team	2,590.00	1,292.57	1,297.43
Data Processing	1,381.40	1,381.40	--------
OTHER EXPENSES			
Travel: Director	1,500.00	1,246.73	253.27
Associate Director	1,500.00	813.82	686.18
Consultants	3,449.60	3,318.45	131.15
Evaluation Team	2,000.00	2,000.00	--------
Site Visitations	26,729.56	25,796.35	933.21
Per Diem: Consultants	640.00	175.35	464.65
Evaluation Team	480.00	480.00	--------
Governing Council	1,975.00	818.40	1,156.60
MATERIALS & SUPPLIES			
Office Supplies	1,600.00	1,039.13	560.87
Duplicating	3,010.00	2,414.17	595.83
Communications	2,200.00	2,165.77	34.23
Equipment Rental	4,478.88	4,466.88	12.00
OFFICE RENT	2,975.00	2,975.00	--------
TOTALS	$110,848.00	$102,807.00	$8,041.00
LESS Deobligation agreed to in June 1967	5,000.00		5,000.00
	$105,848.00		$3,041.00

ACKNOWLEDGMENTS

We wish to express our deep appreciation to the many individuals, organizations, and agencies who have shared responsibility, enthusiasm, and hard work in carrying out this project. The real acknowledgment of their efforts will come as they implement the suggestions and ideas thus acquired.

THE SPONSORING AGENCY: Montpelier Board of School Commissioners

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Mr. J. Robert Goodrich
Mr. Donald Gross
Mrs. James Hunt
Mrs. Brooks O'Neill
Mr. Edgar L. Prescott
Mr. Harry R. Selvwright

Superintendent of Schools, Montpelier

Mr. Alan H. Weiss

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Mr. Alan H. Weiss
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Mr. Richard Zani
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Mr. Daniel G. O'Connor, Acting Commissioner of Education

Dr. Leon H. Bruno, Development Consultant

Mr. Lester F. Jipp, Consultant in Social Studies

Dr. Richard Staudt, Research Consultant

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Mrs. Marian Stroud, Associate Director, August 28 - March 1

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Superintendent of Schools

Mr. Theodore Whalen
Superintendent of Schools

Dr. William G. Zimmerman, Jr.
Superintendent of Schools

In expressing gratitude and recognition to all the people mentioned above, appreciation should also be extended to the several hundred administrators and teachers who so willingly welcomed to their classrooms a comparable number of visiting educators. Through site visits financed by Title III, these visitors were provided with an opportunity to become acquainted with new equipment, facilities, materials, procedures, and programs.

It would be inappropriate to close without special thanks to the three grand people who served the project as Office Managers. Without them there would have been no project. Interestingly different as individuals, they shared one thing in common--a great interest in Title III and an intense loyalty to the project. In her own way, each was a model secretary, invariably "acting like a lady, looking like a woman, thinking like a man, and working like a horse". The project was most fortunate to have three such fine people so closely associated with it. A heartfelt "Thank you" is hereby expressed to each of

The Office Managers

Mrs. Marilyn Fenno, October 1 - June 30

Mrs. Jeannine Marble, July 3 - September 8

Mrs. Helen Chisholm, September 11 - March 1

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PREFACE

This is the final report of the Title III Project, "Planning for Educational Innovation in a Rural State." It is a descriptive summary of the activities of the project and as such, constitutes a report to the U. S. Office of Education, the sponsoring agency, the superintendents of Regions III and V, and the project participants.

The project involved 22 superintendents and served 105 school districts in north-central and southeastern Vermont. Included in its scope were all the elementary and secondary programs, K-12, in both the public and private schools. Involved were some 1,700 teachers and approximately 35,000 students. The project enjoyed the cooperation of the colleges in the area plus the support of many state and several private agencies.

Financed by an original grant of $110,848.00 from the U. S. Office of Education, the project was funded for one year effective September 1, 1966. However, it was not possible for the project to start until October 1. It received three extensions during its course; one in July for three months or through November 30, another in November for one month, and a third in December for two, so its operation covered the period October 1, 1966 - March 1, 1968.

In addition to introductory and concluding statements, this report is divided into sections dealing with the chief responsibilities of the project.

The proposal which led to this planning project was initiated by the superintendents in Regions III and V, ably assisted in their efforts by the State Department of Education. The chief concerns of the superintendents revolved around curricular programs, leadership and supervisory practices, and special services for students. The chief purpose of the project was to improve the climate for change by locating, publicizing, and advancing creativity in education.

Five major responsibilities were assigned to the project staff. They were:

1. Take an inventory of current educational practices in Regions III and V and, to determine if the results could be used to generalize for all of Vermont, to sample the educational practices in the rest of the state.

2. Identify and publicize innovative practices in areas of curriculum, leadership, and special services.

3. Arrange site visits by Vermont educators to places where the innovations were in operation.

4. Disseminate information about selected innovative programs.

5. Draft a Title III project proposal for operational grants based on the findings of the planning grant.

Plans for staffing the project provided for a director, an associate director, an administrative assistant, an office manager, and a secretary. The provisions for staffing were quite adequate but it proved impossible to find professional personnel for a one-year period starting a month after the opening of school. The project had six different associate directors in its first 12 months of operation, three of whom were engaged on a full-time basis and three part-time, but still had none at all for five months. As indicated in the Acknowledgments, the project also had three different office managers. However, this presented no special problem as both the second and third occupants of the position had worked with the project prior to becoming office manager. One person also accepted the position of administrative assistant but never served. If the promise of Title III is ever to be achieved, better timing for the beginning of projects will have to be arranged and personnel will have to be assured of employment for a longer period.

With limited staff it was not possible to carry out all the assigned responsibilities in the manner prescribed. However, as adjustments were made, with the cooperation of the superintendents involved and the State Deaprtment of Education, priority was given to the most essential components of the project--the current practices survey and the program of site visits; in fact, the latter program was expanded.

As the following summary of activities will indicate, administrators and teachers throughout the area have enjoyed wide participation in the activities of the project.

INVENTORY OF CURRENT EDUCATIONAL PRACTICES

The first major responsibility of the project was to get an accurate description of the status quo of current practices in Regions III (The Winooski Valley) and V (Southeastern Vermont) concerning:

(a) Curricular programs
(b) Leadership and supervisory practices
(c) Special services for students

A corollary to this responsibility was, "To determine if the data can be used to generalize for all of Vermont." A small random sample of educators from the other Regions was invited to react to the inventory to test the application of the findings to the entire State.

Through the cooperation of Dr. Richard A. Gibboney, former Commissioner of Education, Dr. Richard S. Staudt, Research Consultant in the State Department of Education, was freed to assume responsibility for the development of the survey form subsequently used. The members of the project staff and Governing Council hereby express their grateful appreciation for this cooperation.

The project staff received outstanding cooperation from administrators and teachers in connection with the distribution, completion and collection of the survey forms. As a result, a phenomenal return of approximately 90 per cent of completed forms was received from Regions III and V. One hundred eight-six (70%) completed returns were received from 263 teachers and administrators representing the rest of the State selected by random digits sampling. Such a gratifying return, in a year in which Vermont educators felt a bit harassed by surveys, has been especially appreciated by the staff and everyone else connected with the project.

The results of this survey have been publicized in a sixty-one page report entitled, "Educational Practices in Vermont, A Survey, 1967." Consequently, none of the results are summarized here.

However, some hundreds of pages of computer tabulations of information reported in the survey are on file and can be made available to graduate students or others who may be interested in further study of the results. The project staff, in its report, made summaries of tabulations based, in general, on the responses of elementary and secondary teachers. Additional studies could be based on the responses of men and women teachers, public and private school teachers, enrollment and per pupil cost, or on the basis of the educational level of the teachers, plus several other possibilities. An effort will be made to keep the tabulations for at least two years. If anyone is interested in further study of them he should get in touch with the Title III Office in Montpelier, or the Research Division of the State Department of Education.

PUBLICIZING INNOVATIVE PRACTICES

The second major responsibility assigned to the project was to identify and publicize innovative practices located in and outside the State. The project proposal envisioned that prior to publicizing any innovative practice, an evaluation of it would be made on the basis of a visit to it by some member of the project staff. However, this proved impossible because of the staff limitations mentioned in the Introduction.

The principals of all Vermont elementary and secondary schools were asked to name and describe each innovative program in their schools which might be of special interest to their fellow educators. The State Departments of Education in the northeast region (New England, New York, and New Jersey) were queried about innovative programs in their states.

The response from the principals was fair to good but not really excellent, probably because so many felt they had little to publicize. Replies from the State Departments were not much more helpful, in general. In a majority of cases they reported all, or most, of their Title I programs and little or nothing else. The responses were screened on the basis of the knowledge staff and State Department members had concerning the programs. With the addition of some suggestions from other educators, a list of 140 programs in 63 schools of Vermont and other states was compiled and distributed. More than 500 copies were sent to superintendents, principals, teachers and others who later requested them.

The list was entitled a compilation of "interesting programs" as the word "innovative", in the opinion of many teachers, has been overworked. The list is not reproduced here because most of the programs mentioned on it, as well as others suggested later, were subsequently visited by administrators, teachers, and some school directors from Regions III and V. All the programs visited are reported in the section dealing with site visits.

SITE VISITS

The heart of the planning project has been the program of site visits. Its purpose was to enable teachers to acquire a sense of the possible. Somehow in education the mistaken idea has developed that a good idea will sell itself. However, poor accessibility is a greater deterrent to good educational practice than is poor availability. Many excellent educational programs and practices are closer at hand than school people realize but they simply remain unknown because they are not readily accessible. Most teachers must see new materials being used, observe new programs and procedures in operation, and talk with those involved, in order to acquire a new sense of what is possible in their own situations. The site visitation program provided many teachers with the first opportunity in their careers to do this by making excellent educational programs accessible.

As originally planned, approximately fifty visits by teams representing three school districts were anticipated. Funds were available in separate budget items for travel expenses, the salary of necessary substitutes, a per diem allowance for the visitors, and expenses for taping, recording, or taking pictures of the program visited. Teachers, administrators, and school directors were eligible to make visits. The budget also provided for the reimbursement of expenses involved in making reports and presentations of site visits to interested groups.

Some modifications were made in the suggested procedures. The Governing Council wisely voted to pay all the actual expenses for site visits rather than travel expense plus a per diem allowance. The latter arrangement would usually have exceeded the real cost of a visit. Approximately two-thirds of the money for site visits was allocated to the 22 supervisory unions in the project on the basis of the number of teachers in each union. Visits approved by the superintendent of a union were approved automatically by the project. This helped to focus attention on the problems of individual schools and their communities and also served to insure a minimum level of involvement in site visits for all the school districts in the region.

An accounting can hardly convey the shape, and never the spirit, of the program it is attempting to describe. However, some idea of the success of the site visitation program can be gathered by reviewing the visits which were made. The scope of the interests and experience of the visitors, and the kinds of programs visited, included a beginning teacher in a rural school who visited a much more experienced rural teacher in a neighboring town; a social studies teacher, recognized by his contemporaries a few weeks earlier, who visited the East-West Center in Hawaii for teaching Asian and African Studies; the director of the secondary program in Vermont's state prison who observed similar educational programs in two prisons in another state; a guidance director and a director of vocational education who visited vocational programs in two states and Canada for high school-age mentally retarded. All told, over 500 visitors as they investigated more than 200 educational programs located in 23 states and Canada observed virtually every area of the curriculum and every aspect of school management.

Generally speaking, the reaction of the visitors varied from very interested to enthusiastic. One in ten, possibly, was unimpressed. Perhaps a few of their comments can best reflect their reactions. (The following excerpts, including favorable and unfavorable comments in representative proportions, were lifted from approximately one-tenth of the visitation reports selected at random. Preference in the selection of items was then given to comments on several kinds of programs which were generally typical of the reaction to such programs, but perhaps those selected were a bit more clearly expressed.)

Comment on the Music Programs in Lincoln and Wellesley, Mass.

> "Their classroom setup, supervision, equipment, grouping, time devoted to the subject are of the highest calibre. It just cannot be compared to the circumstances under which I teach. Money is apparently no object in their system, whereas in my system and town it is of number one significance."
>
> "What is needed most is money and time - not change in philosophy. I have had good cooperation with my superintendent, principal, and faculty."

Comment on Teaching Reading based on the Initial Teaching Alphabet in St. Johnsbury.

> "The success of this program depends on teacher enthusiasm, parental acceptance, and lots of material."

Comment on an American Studies Program in Tucson, Arizona.

> "Some of the classes we observed started at 6:30 a.m. because of overcrowded conditions in the schools. Some teachers and students felt the program lost some success because of the hour it was given."
>
> "We also visited the sophomore English Team. This team with three teachers, each a specialist in certain areas of English, one teacher aide and 84 students, meets one hour each day. It has the large team room (capacity 125) and a regular size back-up room for its use. This class differs from a self-contained sophomore English class in the following ways: a variety of presentation methods and presenters; flexible grouping; aide can supervise make-up or remedial work; wider use of visual aids (four people creating them); and team members stimulate each other."
>
> "To have an effective American Studies program we would need the space plus the following equipment:
>
> Overhead projector $150
> Stereo recorder and tape deck $300
> Film projector $200
> Slide projector $40
> Recordings and tapes $300
> Paperbound books $600

Comment on Ungraded Primary in Connecticut.

> "I would very much like to see the ungraded primary program used in our school. I feel this could be brought about and agreed upon if fully understood by teachers and parents."

Comment on Improvement in the Teaching of World Affairs Program in Glens Falls, New York.

> "There is no simple or easy road to bringing about a change in the curriculum, especially where world affairs are concerned. Sincere efforts and modest funds are required."
>
> "Mr. M. and I are in the process of forming an organization composed of Social Studies teachers in our district to study ways of improving the teaching of social studies. The Improvement in the Teaching of World Affairs Program will be presented to them for their consideration and possible willingness to undertake some work in it in this district."

Comments of three visitors to a program of Individualized Instruction.

> First Comment
>
> "The individual teacher has to be interested in this type of program and parents, school board, and administration have to back it."
>
> Second Comment
>
> "I personally do not feel that I could teach this way and without a teacher completely committed to this method, it would be impossible."
>
> Third Comment
>
> "The classroom teacher was pleased because the children had learned how to take the initiative for their own education."
>
> "The teacher must believe and act upon the premise each person must learn to educate himself. The teacher must have a good imagination, and the ability to learn about children as she works."
>
> "A point of view that each person must learn for himself, with help when it is needed, must permeate the school and the community."

Comment on the Total Program at Hall High School, West Hartford, Conn.

> "Independent study has been developed into units as part of regular courses. To do this there is a need for excellent library facilities and extra rooms for students to work on projects. No courses were run completely independent of the teachers."

"Student-run study halls give more time to the teachers for conferences and preparation. Also this develops responsibility among the students."

"The Administrative Internship program has given young administrators excellent practice and experience before they take over a school by themselves. It has worked well to help develop unique programs at Hall."

"Team teaching is used in large and small group instruction. The program has been most effective in science and the hunanities courses."

Comment on Teaching Linguistics at the C. P. Smith School, Burlington.

"I have just returned from Burlington after visiting the Linguistics program at the C. P. Smith School and I am renewed, invigorated, and full of new ideas. I only wish that it were last September so I could try out some of these ideas in my school. I was very much impressed with the faculty, facilities, and the programs offered at the Charles P. Smith School. We visited two Linguistic classes and spent the rest of the day in various Individualized Reading classes. Fantastic is the only adjective that I can think of to fit what we observed. I hope that some day in the near future all the teachers in our district can visit a school such as this."

"The experience was of much value to me and believe me, from now on I'm going to be a strong advocate of it being required, if neeessary, that all teachers visit at least one school during the year."

Comment on a course in Anthropology at Hanover High School.

"In teaching Anthropology the teachers use no single textbook but have excellent material, not yet published commercially, from the Anthropology Curriculum Study Project in Chicago. These include hand-out sheets for daily lessons, plastic reproductions of bones and artifacts, and a variety of devices such as maps of stone-age remains, photographs of tree-ring patterns, etc. They supplement the Chicago Materials with those from the 'Georgia Project' and with paperbacks. The teachers emphasize student knowledge of scientific method as applied to this study, as well as course content, and emphasis appears to be on questioning, critical study. and discussion."

"Hanover has a rather sophisticated student population, as a result of being a college town. However, most of their materials and many of their methods would be equally effective anywhere."

Comment on the Non-Graded Appraoch used in Central H. S., Oklahoma City.

"Of course this school has more than ten times the student population of my school but I felt some of these procedures should be workable in a smaller school, particularly with reference to making the subject matter meaningful to the students, instead of having everyone following the same textbook when much of the content is foreign to the experience or future desires of students."

Comment on the Science Program in the Norwich Elementary School.

"We observed three classes, two fifth and one sixth grade class. The fifth grade classes were studying a unit on bones. The instructor introduced the period by reviewing some of the material covered in previous classes. A discussion followed on the nature of the different types of bones. The technique used by the instructor was the inductive approach. He would ask the class questions and they would draw their own conclusions. A student was never told that he was wrong, but the discussion was guided so most of the students did come to conclusions that were logical."

"In the sixth grade class the lesson was more typical of the E.S.S. approach (i.e., almost entirely of lab work.) The students were working with several different types of liquids (oil, water, alcohol) and observing some of the typical characteristics. This particular segment of the lesson consisted of an analysis of the flow rate of water through different size openings. The teams of students would record their own data and the data of the entire class was recorded on the board. Possible errors and the implication of the results were discussed by the class. Although this was only a short lesson, it clearly illustrated the important points of the program. The student experiments, observes, and draws his own conclusions. Instead of receiving information, the student is finding it out for himself."

Comment on the Child Centered Approach used at the Prospect School, North Bennington.

"This system does not require desks, the absence of which would give adequate space."

Comment on the Experimental Physical Science Program in Glastonbury, Conn.

"Everyone had nothing but good comments to make concerning the physical science program. The administration, teachers, and students were all very enthusiastic about it. The program was very well suited to the student with limited ability."

"The course is based on some very general principles which, although simple, are the heart and core of the approach. Briefly they are:

1. It is better for the student to discover than to be told.
2. It is better to treat a few topics in depth than to treat many topics superficially.
3. The 'great ideas' of science rise far above the knowledges and skills used in discovering them."

Comment on the Foreign Language Program in Hall H.S., West Hartford, Conn.

"If foreign languages are taught at grade seven, the high school can then offer up to level five of a foreign language. A student may also take three years of two languages."

Comment on the total program at Timberlane H.S., Plaistow, N.H.

"The fifteen minute modular schedule used at Timberlane provided excellent flexibility for each student. A student who doesn't have a class has free time to do lab assignments, visit other classes, or just relax. This put pressure on the students to make good use of time. This did cause some confusion but it was organized confusion."

"The reading program is designed to help students improve their reading comprehension regardless of their reading level. It is not just a remedial program."

"Math and science grades are based on how much a student understands, not the length of time he has attended classes. It is possible for students to do a year's work in less than a year or, if one needs additional time, he may take more than a year."

"The concept of open labs seemed to be working very effectively. Students could work in labs whenever the labs were free and the students have unstructured time. The students worked at their own pace."

"In addition to the regular library, a social studies resource area is provided for students doing research projects in social studies."

"Each department is provided with an office area so each teacher has a desk and file cabinet away from the classroom. Teachers prepare lessons and meet with individual students in these areas."

Comment on the Ungraded Primary in the Norwich Elementary School.

"This system provides a single, unbroken learning experience, continuous individual progress, and flexible grouping. Children move from one level to another when skills and materials are mastered.

"Supplementary or enrichment levels are added as needed. The program provides for more individual growth, allows more time to be placed on basic skills at the level needed, progress without undue frustration, and a personal feeling of success. This generally is a three-year program. Slower learners may take four years without experiencing failure. The rapid learner can be provided with an enrichment program."

Comment on an Ungraded Primary.

"I don't think I want any action taken in regard to having such a program in my school. I liked what I saw but I also like our procedures. We use or are allowed to innovate to a certain extent on our own so teachers use and integrate different procedures and methods."

Comment on the Ungraded Program at Amherst H.S., Amherst, Mass.

"Amherst, Massachusetts, is a very special community (from my limited observation). It is a one-industry town, education, dominated by a concern for education. This is evident from the new and outstanding public school buildings, Amherst College is dwarfed by the State University and Hampshire College is under construction. The high school is intensively studied by the University's department of Education by means of closed circuit television. Amherst Regional High School has data processing equipment which is directly linked to the University of Massachusetts' computer for instruction and administrative management. The high school students enroll directly in courses at both the college and the university. Twenty-five per cent of the graduates matriculate at the University. Perhaps the greatest boost from this backup undergraduate relationship is that all the ARHS students may use the libraries at Amherst College and the University."

"The essential nature of this ungraded program lies in its complete individualization of the academic program. It is probable that no two students have identical class schedules."

"It must be recognized the program at Amherst is experimental and as such still will require refinements. Nothing can be gained from trying it unless it is begun by adopting the fundamental rationale that the student can be educated best in an environment with a minimum of regulations."

Comment of the Elementary Mathematics Program at Whiting Lane School, Hartford, Conn.

"In one second grade room the children were working with Cuisenaire rods. It seemed to me that these, when proplrly used, would provide excellent experience in visualizing the number stories. Perhaps this would help them understand the relationships between numbers."

"Teachers for this school are employed according to total enrollment so there will be at least one teacher with no homeroom. This teacher works with small groups in various classrooms. She works in cooperation with the classroom teacher, both teachers working in the same room at the same time, thus providing for smaller groups and more individual attention for the children. In some rooms there were curtains to divide the groups, in other rooms there was nothing to separate the groups physically except space."

Comment on Homework.

"An interesting point was that the 5th and 6th grade teachers give a half-hour's homework every night. For example, on Monday night the social studies teacher assigns the homework, Tuesday night the math teacher, Wednesday night the science teacher, Thursday night the English teacher. This prepares the children for their homework in Jr. High and High School."

Comment on use of Inductive Method of teaching Social Studies with Slow Learners, Pittsburgh, Pa.

"We observed the use of inductive materials on slow learners in the subject area of American History. It should be emphasized that this was demonstrated in the two worst ghetto schools in Pittsburgh in classrooms where the problems of motivation and behavior were extreme.

"The printed material given to the students, short, historical documents gave the students a point of departure from which they could draw conclusions. Despite the fact that the lid was seldom far from blowing off in the classroom it was clear that learning was taking place.

"The main objective of the first lessons in this program is to teach the children, "I'm not so dumb", by giving them material they can come to grips with and which will be emotionally satisfying. At the same time it allows for a slow acceleration of skills and the possibility for a change in attitude towards learning.

"I am very enthusiastic about what I saw and would like very much to see the new texts and materials introduced into my school. The very nature of these would bring about a change (which I feel is necessary) in the teaching methods in the field of social studies."

Comment on the Elementary Science Study Curriculum being developed at the Educational Development Center, Newton, Mass.

"The Elementary Science Study curriculum seems to be more a method of learning than a course in scientific knowledge or facts. The children obtain the information not through rote, but through their own participation. Instead of beginning each unit with a lecture, or second-hand discussion, the children are given materials, encouraged to "mess around" or experiment; then they work toward a conceptual understanding. The E.S.S. people call it "open inquiry combined with experimentation".

"The course consists of a variety of units (ranging from units on electricity to units on butterflies), none of which are sequential, but all of them using the same basic method of having the children acquire knowledge through their own experimentation.

"The unit on Mystery Powders offers an excellent example. This unit deals with the properties of various substances and the use of indicators in detecting their presence. The students are given samples of some un-named white powders. They are encouraged to take them home and compare them to known substances. They might also use taste, feel, smell or appearance to identify the powders. The children then would spend several days "messing around" with the powders to find out more about their properties. Additional tests are then made with heat, iodine and vinegar. Each of these tests would cause specific reactions with several of the powders. To conclude, the children attempt to determine the presence of individual powders when two or more are mixed together.

"After this unit is completed the child will have gained something more important than specific information about various powders, he will have had the opportunity to experiment and observe and, subsequently, to draw conclusions based on his own data.

"Although some of the units come in packages this is not "Kit" science. The materials, like the experiments, are open-ended and very flexible. The children either make most of their own materials or use things that can be found in the home. There is very little plastic, shiny equipment. Most of it is home-made and functional. This flexibility is perhaps the most impressive element of the program. There isn't one way to use the materials, one way to teach, or even one way for the children to "correctly" react. If we really want to teach for each individual, rather than to groups, this type of flexibility is certainly desirable."

Comment on the Social Studies Project of the Educational Development Center, Cambridge, Mass.

"Their program seemed to be a logical extension of their science program. In current educational jargon, this was an example of the "discovery" method. Students are presented with resource material in the form of films and first hand descriptions, and asked to find solutions for certain problems. Through the study of primitive, and then more sophisticated, animals the student is prepared for the study of a human society, an Eskimo group.

"The students begin with the study of a relatively simple life form, the salmon. After this they go on to the baboon and the herring gull, and finally the Eskimo. Throughout the entire course certain thematic questions appear. "How does this animal adapt to its immediate environment?" and "What provision is made for child rearing?" are two examples of these questions. The films that accompany each of these units are superb. As an example, the films for the Eskimo unit were two years in the making.

"I think the most important thing about the program is that it seemed exciting. The films are great, the material is interesting, and I think it would be exciting to teach."

LIST OF SITE VISITS BY STATE VISITED

ARIZONA

No. of Visitors from:	Program Visited:	Location:
(2) Springfield	American Studies Program Team Taught with Humanities Approach	Pueblo H.S., Rincon H.S., & Educ. Center of Tucson

CALIFORNIA

(1) Montpelier	Curriculum-Pilot Programs of National Art Education Association	*San Francisco

* Trip financed in part by Title III

CANADA

(2) Barre	Vocational Programs for H.S. Age Mentally Retarded	Toronto Vocational School Toronto

CONNECTICUT

(1) Barre (1) Waterbury	Instructional Materials Center	F.R. Noble School Willimantic
(1) Barre (1) Waterbury	Curriculum Lab. and Audio-Vis. Center	Univ. of Connecticut Storrs
(5) Hartford	Learning to Learn Program (Perceptual Skills)	Samuel Johnson School Bridgeport
(5) Waterbury	Team Teaching	Silvermine School Norwalk
(1) Springfield	Math Program for Underachievers	Public Schools Hartford
(1) Springfield	Experimental Physical Sci. & CBA Chemistry	Glastonbury H.S. Glastonbury
(1) Springfield	Systemwide Use of Educational Media	Public Schools West Hartford

CONNECTICUT-continued

No. of Visitors from:	Program Visited:	Location:
(1) Barnard (1) State Dept. of Educ. (2) Woodstock	Learning to Learn Program (Perceptual Skills)	Samuel Johnson School Bridgeport
(1) Ludlow (1) Mt. Holly	Ungraded Program	Roaring Brook and Towpath Schools Avon
(1) Springfield	Ungraded Elem. Program	Nathan Hale School Enfield
(1) Springfield	Remote Access Information Systems	Hartford
(2) Londonderry	Ungraded Program	Centerbrook
(2) Windsor	Math Program	West Windsor
(2) Londonderry	Ungraded Program	Essex
(2) Windsor	Math Program	South Windsor
(2) Williamstown	Modular Scheduling Independent Study Team Teaching French Curriculum	Hall High School West Hartford
(2) Williamstown	Elementary Math Program	Whiting Lane School West Hartford
(1) Brattleboro	District Organization of School Libraries	Bloomfield Guilford Roxbury
	FLORIDA	
(2) Springfield	Continuous Progress Modular Scheduling Team Teaching	Nova Schools Fort Lauderdale
	HAWAII	
(1) Springfield	East-West Center, Teaching Asian & African Studies	University of Hawaii Honolulu

ILLINOIS

No. of Visitors from:	Program Visited:	Location:
(1) Brattleboro (1) Bellows Falls (1) East Montpelier (1) Hyde Park (1) Morrisville (1) State Dept. of Education (1) Woodstock	Title III Program of Self-Assessment and Demonstration Centers	St. Charles Aurora
(1) State Dept. of Educa-	Independent Study	Decatur Elk Grove
(1) East Montpelier State Dept. of Education	Southern Illinois Small Schools Project	St. Charles
(4) Hartford (1) Northfield	Program of Sex Education	Public Schools Evanston

INDIANA

(1) Barre (1) East Montpelier (1) Waterbury	Economic Education in Elementary Schools	Elkhart

IOWA

(1) Northfield	Math Program for Slow Learners	Woodrow Wilson H.S. Des Moines

MAINE

(3) Montpelier (1) Northfield	Library as Learning Center	Kennebunkport
(2) Barre	Vocational Programs in Comprehensive High Schools	Auburn & Waterville
(1) Calais (2) Middlesex (3) Montpelier	Administrative Reorganization in Maine	

MASSACHUSETTS

No. of Visitors from:	Program Visited:	Location:
(4) Rochester	Individualized Reading Programs	Countryside, Oak Hill Schools & John Weeks Jr. H.S. Newton
(2) Dover (3) Newfane	Ungraded System & Cooperative Teaching	Lincoln
(1) Townshend	Ungraded High School	Amherst
(1) Rochester	Library Resources	Chicopee
(1) West Windsor	Elem. Science Programs & ESI Materials	Lexington Newton Watertown
(1) Springfield	Two-year Restaurant & Hotel Management Prog.	Stockbridge School Amherst
(1) Springfield	Orth Approach to Teaching Music	Brooks School Lincoln Dana Hall School Wellesley
(1) Chester (1) Londonderry	Special Educ. Program	Shelburne Falls
(2) Norwich	Use of Elem. Science Study Materials	Dana Hoyt School Bedford
(2) Norwich	Use of Elem. Science Study Materials	Warren and Fiske Schools Wellesley
(1) Northfield	English Curriculum	Greenfield
(4) Springfield	Individualized Reading	Cabot School Newton
(1) Springfield	Ungraded Elementary School	Lexington
(4) Brattleboro	Interdisciplinary Curriculum Revisions	South High School Newton

MASSACHUSETTS-continued

No. of Visitors from:	Program Visited:	Location:
(2) Guilford	Joplin Reading Program	Cold Springs, Hedge & Nathaniel Morton Schools Plymouth
(1) Westminster	Ungraded Primary	Atwater School Lincoln
(2) Cambridge	English Program	Groton H. S. Groton
(1) Whitingham	Teacher Oriented Guidance Program	Meadowbrook Jr. H. S. Newton
(1) Springfield	Ungraded School	Bridge School Lexington
(7) Montpelier	Reading Programs	Boston
(1) Barre (1) Waterbury	Instructional Materials Center	Lexington
(2) Waterbury	Ungraded High School	Amherst
(5) Morrisville (3) Stowe	Educational Development Center	Newton
(1) Springfield (1) Windsor	Orth Approach to Teaching Music	Lincoln Wellesley
(1) Chester	Data Processing Program	Woburn High School Woburn
(1) Morrisville (2) Stowe	Teaching Library Skills Reading Program	Lincoln
(1) Windsor	Language Arts and Learning Disorders Program	Westfield
(2) Windsor	Special Reading Program for Junior High	Salisbury
(1) Chester	Ungraded High School	Amherst

MASSACHUSETTS-continued

No. of Visitors from:	Program Visited:	Location:
(3) Whitingham (2) Wilmington	Individualized Teaching Elem. Science Study Materials	Center School Bedford
(2) Williamstown	School Organization & Science Program	Newton Marblehead
(1) Halifax (1) Whitingham (1) Wilmington	Educational Deveopment Center	Newton
(4) Montpelier (2) Northfield	Curriculum and Organization	Meadowbrook Junior High School, Newton Wayland H.S., Wayland
(2) Brattleboro	Modular Scheduling	Reading High School Reading
(1) Waitsfield	E.D.C. Social Studies Project	Cambridge

MICHIG
MICHIGAN

(2) Barre	Vocational Programs for H.S. Age Mentally Retarded	Dearborn Lansing
(1) Hyde Park	Computer Center	Cass Technical H.S. Detroit
(1) So. Royalton	Community School Concept	Public Schools Flint
(3) Bellows Falls	New Concepts in School Buildings	Holland

MINNESOTA

(1) East Montpelier	Flexible Modular Scheduling	Minneapolis

MISSOURI

(2) Springfield	New Reading Program in St. Louis School System	Vashon H. S. St. Louis

NEVADA

(1) Northfield	Math Curriculum	lLas Vegas;

NEW HAMPSHIRE

No. of Visitors from:	Program Visited:	Location:
(1) Duxbury	Project WRITE	Kingswood Regional H.S. Wolfeboro
(3) Bethel	English, Math, & Social Studies Programs	Hanover H. S. Hanover
(2) Townshend	Reading Laboratory & Remedial Reading Program	Keene Gilsum
(2) Springfield	Inductive Method of Teaching Social Studies	Hanover H. S. Hanover
(2) West Dummerston	Science Program Using Elem. Science Study Materials	Elementary School Hanover
(1) Johnson (2) Hyde Park	Computer Scheduling, Dial Access System, Language Lab.	Timberlane H. S. Plaistow
(1) Chester	Elementary Library & Library Resources	Derry Gilsum
(2) Montpelier	Social Studies Program	Hanover H. S. Hanover
(1) Montpelier	Elementary Reading Program	Manchester
(1) Barre	Developmental Reading	Dover
(1) Duxbury (1) Waterbury	Reading Laboratory	Keene H. S. Keene
(2) Williamstown	Modern High School Program	Timberlane H. S. Plaistow
(2) Barre Town (1) Williamstown	Reading Laboratory	Keene H. S. Keene
(1) Chester	High School Course in Anthropology	Hanover H. S. Hanover
(3) East Montpelier (2) Middlesex (6) Montpelier (4) Northfield (2) Worcester	Modern High School Program	Timberlane H. S. Plaistow

NEW HAMPSHIRE-continued

No. of Visitors from:	Program Visited:	Location:
(1) East Montpelier (2) Marshfield (7) Montpelier (1) Plainfield (1) Worcester	Modern High School Program	Timberlane H. S. Plaistow
(3) Brattleboro	Modular Scheduling	Timberlane H. S. Plaistow

NEW JERSEY

(1) Northfield	New Procedures in Business Education	Atlantic City
(1) Duxbury (1) Waterbury	Foreign Language Program in Elementary Schools	Hackensack
(1) Northfield	Foreign Language Program in Elementary Schools	Hackensack

NEW YORK

(3) East Montpelier (1) Moretown (2) Waterbury	Ungraded Primary	Craven Crawford School Elmcrest School Liverpool
(3) Duxbury	LINK Program for Scheduling	General Electric Co. Schenectady
(6) Brattleboro (1) Dummerston (1) Guilford	Ungraded Program Use of Space	Mt. Kisko Irvington
(1) Whitingham (1) Wilmington	Educational TV & Use of Programmed Instruction by Computer	Bedford Hills
(1) Brattleboro	"Follow Through" Program	New York City
(1) West Halifax (2) Whitingham (2) Wilmington	Continuous Progress	Public Schools Irvington
(7) Bellows Falls	High School Facilities	Plattsburgh

NEW YORK-continued

No. of Visitors from:	Program Visited:	Location:
(1) Montpelier	Health & Physical Education	Buffalo
(1) Montpelier	Modular Scheduling	Schenectady
(1) Chester (1) Londonderry	Improvement in the Teaching of World Affairs	Glens Falls
(1) Springfield	Teaching Non-Western Cultures	Glens Falls
(1) Windsor (State Prison School)	General & Vocational Education Programs in State Prisons	Auburn Comstock
(1) Stamford (3) Whitingham (2) Wilmington	Continuous Progress Team Teaching	Public Schools Irvington

OHIO

(2) Barre	Vocational Programs for H.S. Age Mentally Retarded Retarded	Cleveland Parma Toledo

OKLAHOMA

(1) Chelsea	Ungraded Approach to School Organization & Instruction	*Central H. S. Oklahoma City

* Trip financed in part by Title III

OREGON

(1) Springfield	Two-Year Sequential Physics-Chemistry Course, under NSF Grant	Portland
(3) Bellows Falls	New Concepts in School Building (School Without Walls)	Newberg

PENNSYLVANIA

(1) Woodstock	National Council of the Arts	University Park

PENNSYLVANIA-continued

No. of Visitors from:	Program Visited:	Location:
(1) Duxuury (1) Montpelier (1) Rochester (1) Stowe	Social Studies Curriculum Development Center	Carnegie-Mellon Inst. Pittsburgh

RHODE ISLAND

(1) Ludlow	Kindergarten Program	Narragansett
(1) Bethel (1) Morrisville (1) Northfield (1) Randolph (4) Stowe (1) Vermont Council on the Arts	Drama Program	All Schools Providence
(1) Newfane (3) Townshend	Ungraded High School	Middletown H. S. Middletown

VERMONT

No. of Visitors from:	Program Visited:	Location:
(1) Chelsea (1) So. Royalton	Industrial Arts	Mt. Anthony H.S. Bennington
(7) Northfield	Ungraded Primary	Elementary School Norwich
(3) Bethel	County Mental Health Services Center	Windsor
(3) Bethel (2) Stockbridge	Individualized Reading Program	C. P. Smith School Burlington
(1) Bethel	Reading Program for Children with Language Disabilities	Central Elementary Shelburne
(1) East Braintree	One-Room Rural School Schedule	Village School Hancock
(1) Chelsea)1) So. Royalton	Elementary Linguistics Program	C. P. Smith School Burlington
(1) Londonderry (1) Chester	Elementary School Libraries	Stowe Waterbury
(1) Brattleboro	Libraries in School with Various Facilities	Burlington Brandon
(2) Brattleboro	Subject Areas Coordinated to show Inter-relationships	Bennington
(1) Jamaica	Individualized Reading in Primary Grades	Springfield
(2) Londonderry	Use of Elementary Science Study Materials, gr. 4-6	Bennington
(1) Chester	Individualized Reading and Use of Audio-Visual Equip.	Springfield
(1) Duxbury (1) Moretown (4) Waterbury	Ungraded Primary	Elementary School Norwich

VERMONT-continued

No. of Visitors from:	Program Visited:	Location:
(2) Waitsfield (4) Waterbury	Social Studies Program for Middle Grades	Elementary School Norwich
(2) Woodstock	Reading Program based on Initial Teaching Alphabet	Arlington School St. Johnsbury
(1) Westminster (2) Woodstock	Ungraded Elementary School	Green Street School Brattleboro
(2) Woodstock	Individualized Reading Program	Elementary School Wallingford
(2) Bellows Falls (2) Saxtons River	Gesell Developmental Placement Program	Bennington
(1) Westminster	Linguistics Program	Elementary School Woodstock
(2) Bethel (1) Rochester (1) Stockbridge	English Curriculum	Fair Haven H.S. Fair Haven
(4) Barre	Social Studies Program	Elementary School Norwich
(2) Berlin (1) Northfield	Outstanding First Grade	Edmunds Elementary Burlington
(1) Northfield	Junior High Math Program	Lyman C. Hunt Jr. H. Burlington
(1) Northfield	Use of Cuisenaire Rods in Teaching Grade I Math	Champlain School Burlington
(2) Northfield	Promotion of Reading Readiness through Perceptual Skills Eevelopment	Elementary Schools Burlington
(2) Morrisville	Individualized Reading Program with Basal Reader	Ira Allen School Burlington
(2) Waitsfield	Program Using Elementary Science Study Materials	Elementary School Norwich

VERMONT - continued

No. of Visitors from:	Program Visited:	Location:
(1) Duxbury (1) Fayston (1) Moretown (1) Waitsfield	Social Studies Program	Elementary School Norwich
(2) Barre Town (2) Williamstown (1) Windsor	Social Studies Program	Elementary School Norwich
(2) Barre Town (2) Williamstown	Program Using Elementary Science Study Materials	Albert Bridge School West Windsor
(1) Williamstown	Individualized Reading Programs	C. P. Smith and Ira Allen Schools Burlington
(2) Williamstown	English Program and School Library	Fair Haven Union H.S. Fair Haven
(2) Barre Town	Mathematics Laboratory	Floodbrook Union Elementary School Londonderry
(1) Calais (2) East Montpelier (2) Middlesex (4) Montpelier	Facilities and Curriculum	Mt. Anthony Union H.S. Bennington
(2) Rochester	Reading in Ungraded Primary	Elementary School Middlebury
(5) Rochester	Senior Humanities Course French Program Introductory Physical Science	Springfield H. S. Springfield
(1) Bethel (1) Rochester	Use of Programmed Material to Personalize Instruction	State Hospital School Waterbury
(5) Hartford	Use of Programmed Material to Personalize Instruction	State Hospital School Waterbury
(1) Northfield	Creative Writing	Spaulding High School Barre
(2) Barre	Social Studies Program	Elementary School Norwich

VERMONT - continued

No. of Visitors from:	Program Visited:	Location:
(1) Cavendish (1) Duttonsville	Elementary School Libraries	Stowe Waterbury
(1) Chelsea (1) So. Royalton	Linguistics Program	Elementary School Woodstock
(1) Royalton (1) Strafford (1) Tunbridge	Science Program Using Elementary Science Study Materials	Elementary School Norwich
(5) Barre Town	Ungraded Primary	C. P. Smith School Burlington
(12) Hartland Weathersfield West Windsor Windsor	Elementary School Libraries	Stowe Waterbury
(2) Morrisville	Reading Program, Grade	Ira Allen School Burlington
(2) Springfield	Time Shared Computer	Champlain Valley Union H.S. Hinesburg
(1) Woodstock	Biological Science Program	Champlain Valley Union H.S. Hinesburg Harwood Union H.S. Duxbury
(1) Springfield	Individualized Reading Grade 4	Elementary School Woodstock
(2) Vernon	Ungraded Reading Program	Elementary School Middlebury
(1) Springfield	Individualized Reading Grade 1	C. P. Smith School Burlington
(1) Putney	Ungraded Primary	Elementary School Norwich
(1) Montpelier	Spanish Program	Burlington H.S.
(1) Montpelier	Child-Centered Approach to Early Childhood Education	Prospect School Bennington

VERMONT - continued

No. of Visitors from:	Program Visited:	Location:
(2) Montpelier	Ungraded School	Green Street School Brattleboro
(2) Montpelier	Child-Centered Approach to Early Childhood Education	Prospect School Bemmington
(2) Montpelier	Ungraded Primary	Elementary School Middlebury
(6) Montpelier	Child-Centered Approach to Early Childhood Education	Prospect School Bennington
(2) Waitsfield	Science Using Elementary Science Study Materials	Elementary School Norwich
(6) Waterbury	Social Studies Program	Elementary School Norwich
(1) Fayston (2) Waitsfield	Science Using Elementary Science Study Materials	Elementary School Norwich
(1) Springfield (2) Barre	Ungraded Primary Modeled after lLeicestershire, Eng.	Prospect School Bennington
(1) Springfield	Individualized Reading	C. P. Smith School Burlington
(2) Dummerston	Science Program Using Elementary Science Study Materials	Elementary School Norwich
(1) Brattleboro	Building Trades Program	Burlington H.S.
(5) Barre Town	A-V Program and Individualized Reading Program with Basal Text	Audio-Visual Center C. P. Smith School Ira Allen School Burlington
(5) Northfield	Individualized Reading and Social Studies Programs	Ira Allen School Burlington
(1) Berlin (3) Northfield (1) Roxbury	Exemplary First Grade and Individualized Reading	C. P. Smith School Burlington
(2) Barre Town	Ungraded Program	Elementary School Norwich

VERMONT - continued

No. of Visitors from:	Program Visited:	Location:
(1) Cambridge (1) Hyde Park (1) Johnson	Ungraded Primary	Hillside School Newport
(2) Roxbury	Individualized Reading Program	Lawrence Barnes School Burlington
(4) Woodstock	Individualized Reading Program	Elm Hill School South School Springfield
(2) East Montpelier	Social Studies Program using Science Research Associates Material	Elementary School Woodstock

DISSEMINATION OF INFORMATION ABOUT SELECTED PROGRAMS

Dissemination as envisioned in the project proposal--teams representing three districts making site visits and later reporting on them to other interested districts--was never achieved in more than a few instances near the end of the project period. However, some effective dissemination was achieved through other procedures.

Most teachers and administrators wanted to see for themselves the programs in which they were interested rather than merely hear about them from someone else. As indicated in the section of this report dealing with Site Visits, permitting individuals and groups of two or three, as well as larger teams, to make site visits led to a significant increase in the number of visits originally contemplated. This, of course, led to a comparable increase in the number of prospective visitors, and insofar as it did so, this provided the most effective form of dissemination possible.

The opportunity to make a visit, either alone or with the companions of their choice brought Title III much closer to most teachers. . Many spoke of the visitation program as providing the first time they were really treated as professionals, i.e., permitted to see what they wished to observe in the manner they chose to do it with all their expenses paid. Their reports to their own schools and communities created enough discussion and led to enough action to cause all the towns in one superintendent's union to vote $50 per teacher for site visits during the coming school year. Towns in two other unions are contemplating similar action.

Dissemination was not left entirely to local reports and discussions among teachers, board members and administrators in communities involved with site visits. Several conferences were arranged to deal with topics of common interest to many educators in Regions III and V as indicated by a number of visits to the same sort of program. Two were organized as a combination site visit and site presentation; others were more typical conferences or workshops, but all proved to be excellent devices for dissemination.

In addition, a dozen superintendents and principals utilized consultants made available by the project to work with their districts or schools on a topic of special concern to them. In a few instances, the project sent one or more teachers or administrators to a national or regional conference.

Lastly, the staff work of Mrs. Marian Stroud has provided especially effective dissemination. In her brief tenure she has provided 59 classroom demonstrations and has described the child-centered approach to education to 22 groups of teachers, three parents' groups, and three college classes. This will provide a smooth transition to the work of the Action Center in Region III.

A list of project-supported attendance at conventions and conferences together with a list of educational consultants utilized by the project follows.

PROJECT-SUPPORTED ATTENDANCE

CONVENTIONS and CONFERENCES

No. Participating	Event
1	National Conference on the Gifted
1	National Council of Teachers of Mathematics
1	National Elementary School Principals Association
1	National Science Teachers Association
1	New England Association of College Admissions Counselors
1	New England Association of Teachers of English
1	New England Personnel and Guidance Association
1	New England Theater Conference
5	Title III Conference, Theme: "A Jump Between Generations, Impact on Education", Pheasant Run, Illinois
154	Title III Planning Conference, Theme: "Educational Innovation in a Rural State", Woodstock
103	Title III Conference, Theme: "Ungradedness", Woodstock
41	(Vermont Teachers) Dartmouth-Upper Valley Social Studies Association Spring Convocation held in cooperation with the Dartmouth-Lake Sunapee Title III Program, Hanover, New Hampshire
2	New England School Development Council, Outward Bound Conference, Hurricane Island, Maine
60	(Vermont Teachers) Dartmouth-Upper Valley Social Studies Association Fall Convocation held in cooperation with the Dartmouth-Lake Sunapee Title III Program, Hartford
46	Title III Conference, Theme: "A Child-Centered Approach to Education", Stowe
196	Title III Conference, Theme: "Self-Assessment, Education as a Humane Enterprise", Brattleboro

EDUCATIONAL CONSULTANTS UTILIZED

Name of Consultant	Curriculum Area	Position
Mr. Michael Adolph	Communication and Self-Assessment	Teacher, West Senior H.S. Aurora, Illinois
Miss Janice Anderson	Ungradedness	Teacher, Hillside School Newport
Mrs. Elizabeth Anderson	Ungradedness	Teacher, Green St. School Brattleboro
Dr. John E. Baker	Innovative Programs	Chairman, Dept. of Education University of Vermont
Miss Nancy Bean	Communication and Self-Assessment	Student, West Senior H.S. Aurora, Illinois
Mr. Robert E. Bunnell	Ungradedness	Superintendent of Schools Jacksonville
Dr. Mark Chesler	Communication and Self-Assessment	Project Director, Center for Utilization of Scientific Knowledge University of Michigan
Mrs. Marion Cross	Ungradedness	Principal, Elementary School Norwich
Mr. Carl Dillo	Communication and Self-Assessment	Principal, West Senior H. S. Aurora, Illinois
Miss Marsha Fay	Communication and Self-Assessment	Student, West Senior H. S. Aurora, Illinois
Mr. Joseph H. Gaudet	Ungraded High School	Superintendent of Schools Middletown, Rhode Island
Mr. Delmar Goodwin	Social Studies	Head, Social Studies Dept., Hanover High School Hanover, N. H.
Mr. Norman E. Hearn	Communication	Chief, Project Development .and Dissemination Branch U.S. Office of Education
Dr. Gordon Hoke	Self-Assessment	Professor of Sociology University of Illinois
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EDUCATIONAL CONSULTANTS UTILIZED-continued

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Mr. Gary Jewell	Communication and Self-Assessment	Principal, Washington Junior H. S. Aurora, Illinois
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Mr. Robert J. Rhein	Educational Media	Director, Audio-Visual Center Burlington
Mr. Alan H. Ross	Ungradedness	Principal, Green St. Shoool Brattleboro
Dr. Herbert Snitzer	Ungradedness and Team Teaching	Principal, Lewis Wadham School Lewis, N. Y.
Mr. Charles Sweatman	Communication and Self-Assessment	Director, Title III Planning Grant, Aurora Public Schools, Aurora, Illinois
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OPERATIONAL GRANT OR ACTION CENTER

According to the plan for the operation of this project, its last major function was to have been the preparation of a project proposal for an operational grant to attack the major areas of need identified by teachers, administrators, and board members through their involvement in this project. However, a few months prior to the date for filing this suggested proposal, the State Department of Education offered the superintendents in Regions III and V (and the superintendents in the rest of the state) a choice between going their separate ways to secure operational grants or participating in a state plan for five action centers, one to be located in each of the five regions into which the state has been divided for a quarter of a century for the purpose of holding regional meetings of superintendents.

The Governing Council of this project voted for the Action Centers. Their choice was influenced by several factors. First, probably, was the fact the superintendents are quite accustomed to working together in their regional groups. Secondly, without doubt, was the fact the superintendents have been more frustrated by Title III of the Elementary and Secondary Education Act than by any other Title of any federal act. Under most Titles a specific sum is allocated to each community or school provided the superintendent develops a suitable plan for the use of it whereas Title III allocates a sum to each state which, in effect, is then up for grabs. Consequently each superintendent is forced to give priority to the other Titles or jeopardize the allocations of which he is assured. While concentrating on these Titles he is well aware of the availability of a significant amount of money under Title III if he can find the time to develop a project proposal which will secure approval. If he doesn't find the time, he is bothered by that fact. If he does find it, he is disturbed to discover what a major undertaking the preparation of a Title III proposal is. Lastly, if, by a super-human effort he succeeds in filing a proposal, he is annoyed to discover the amount of money requested by all the proposals submitted is eight times the amount available--according to experience with Title III in Vermont. Obviously, the possibility of any superintendent securing the amount he requested is slim indeed.

Still another factor in persuading the Governing Council to support the Action Centers was the fact each region could have its Action Center deal with the same topics as would be selected for the concern of an operational grant. In short, without sacrificing anything in help from Title III, the Action Center plan permitted the superintendents to eliminate a frustrating scramble for funds which, at best, resulted in an inequitable distribution of them. At the same time they secured participation in a plan which had some state direction and assurance of an equitable distribution of available funds.

Lastly, the brief history of Title III reveals the fact that of every 10 planning grants approved to date, only one has led to an operational grant. This paragraph has the advantage of being written after the first

report of the action taken in Washington on the Title III applications filed for the July 1, 1967, deadline. These included the applications for three Action Centers in Vermont. This report indicated 741 applications had been received; of these 26 were approved, 307 were placed in a "Hold" category (meaning some form of approval was virtually assured but was dependent upon a revision of some part of the project plan or budget or both) and the rest were found unapprovable. Among the 26 projects approved for the entire United States, three were the Action Centers for Regions III, IV, and V in Vermont. In retrospect, and in the idiom of the day, the State Department of Education and the Governing Council must have been doing something right.

Proposals for Action Centers in Regions I and II were filed in December, 1967, and there is every reason to anticipate their approval will be forthcoming this spring or early summer, thereby completing the formation of Action Centers throughout the State.

CONCLUDING COMMENT

The recipients of foundation or federal grants have a propensity to assume credit for all the success achieved in their areas during the grant period. This project is not going to be that presumptuous, but there is considerable evidence to indicate it was able to help superintendents to accomplish or initiate many changes two to three or more years earlier than would otherwise have been the case. As the chief purpose of Title III is to speed up the process of change, the project, to that extent has achieved initial success.

As mentioned before, the site visitation program was the heart of the project. The interest of teachers in pursuing further the ideas gained through site visits was demonstrated by the quality of their participation in follow-up conferences sponsored by Title III and their discussions in local schools. Obviously, many teachers through their involvement in the project acquired a new sense of the possible.

However, successful as the site visitation program was in exciting teachers, such a program has built-in limitations which can be self-defeating as far as establishing an innovation in another school is concerned. First of all, visitors on a site visit observe an ongoing program. Being impressed by it is one thing, knowing how to initiate it back home is quite another. Secondly, one shot, or even two or three or four shots of stimulation are not enough to get the job done. In some manner or other a lasting influence must be available. This is not to be found in the in-service education programs which characterize Regions III and V or the rest of Vermont. As indicated by Table 32, page 40, of the report of a "Survey of Educational Practices in Vermont" completed by this project last year, continuing programs of well led staff work are almost non-existent.

While there is no completely effective substitute for well led staff work at the local level, it is possible to supply continuing support to teachers by providing demonstrations of innovations in a few selected areas in local schools. This support will also lend itself to solving the problem of how to initiate the innovation in a school and to establish it on an ongoing basis. This is the purpose of the Action Centers which, in part, have grown out of this planning project.

An Action Center, as partially described in the project proposals creating them, "consists of a small permanent staff and a large group of local administrators, teachers, board members, and lay persons. It constitutes a cooperative effort between people rather than a bricks and mortar installation. Among the functions of the permanent staff would be to work with the local school personnel to identify promising innovative programs, arrange for the study and evaluation of the programs by local school personnel through available documentation and on-site visits to areas where the programs are in operation, to adapt the most suitable programs to local conditions, and to assist local school systems

which wish to adopt the new programs. This process will help close the gap between what is known about quality education and what is practiced in the schools."

The topic selected for the special attention of the Action Center in Region III is a Child-Centered Approach to Education. This includes many elements of ungradedness, individualized instruction, and learning through discovery. The Center in Region V will be concerned with Self-Assessment and Ungradedness. The staffs in both Centers will be prepared to present classroom demonstrations upon request and to initiate in-service training, if desired, related to the innovations supported by the Center.

While no Center or project can rightfully be expected to resolve all the problems of education, the Centers represent a very logical and concerted effort to improve education in Vermont. They are prepared to offer "the lasting influence" which must be available to support teachers, administrators, and school boards in their efforts to bring about change.

Lest teachers and others conclude education stands alone confronted by a research-practice gap, it may be well to recall half the scientists in the history of the world are reported to have been at work during the 1960's. The resulting explosion of knowledge during the last decade has forced every segment of contemporary life to contend with a research-practice gap. Industry, for example, is not only confronted by it now but has faced it in the past, and not always invariably well. For example, from conception to marketing took 27 years for the zipper, 22 years for TV, 13 years for radar, and 11 for nylon. Shortening the lag between discovery and production in industry is counted on as a steady source of uplift in new products and processes through the 1970's. The billions spent on research and development in the 1960's can be expected to pour out inventions and discoveries that will make industry more efficient, and life more comfortable for years.

No one will deny zippers are handy and TV has its moments. Neither will anyone quarrel with the desirability of prosperity and a reasonably comfortable life. However, if education is to be the basic means for preparing people to cope with the world in which they live, it becomes even more important to shorten the gap between the discovery of new knowledge of learning and teaching and its application to the schools of today.

This quick comparison of the problems of research-practice in education and research-production in industry is not presented as an application of Bloom's Law ("Somebody else's schoos is worse than ours so we need not feel too badly.") It is meant to keep the problems of education in perspective. These problems are serious enough so we need not add to their difficulty by tackling them with a guilt complex or an apology for their existence.

In conclusion, close contact with this project following considerable experience in education in the state indicates the following interesting trends are emerging in Vermont.

1. Quality in elementary education is gaining recognition and support.

2. The schools (K-12) are beginning to do something about individualizing instruction. More will surely be done year by year.

3. More emphasis is being placed on how children learn, less on how to teach.

While these trends can be stated with deceiving simplicity, they border on the revolutionary when carried to a logical solution. They suggest very clearly the schools of 1980 will differ more from those of 1968 than those of the present differ from those of 1918.